

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Cynthia Sandoval-Wilson

Official School Name: B. L. Gray Junior High School

School Mailing Address: 1106 N. Shary Rd.
Mission, TX 78572-4652

County: Hidalgo State School Code Number: 108911041

Telephone: (956) 580-5333 E-mail: cwilson@sharylandisd.org

Fax: (956) 580-5346 Web URL: http://www.sharylandisd.org/blgrayjh/site/default.asp

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Scott Owings Superintendent e-mail: sowings@sharylandisd.org

District Name: Sharyland Independent School District District Phone: (956) 580-5200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Noel Garza

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 8 Elementary schools
(per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
11 Total schools in district
2. District per-pupil expenditure: 8298

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	219	194	413
1	0	0	0		8	193	175	368
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								781

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
88 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
7 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	34
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	62
(4)	Total number of students in the school as of October 1, 2009	766
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 23%
 Total number of limited English proficient students in the school: 184
 Number of languages represented, not including English: 4
 Specify languages:

Spanish, Korean, Tagalog, and Portuguese

9. Percent of students eligible for free/reduced-priced meals: 45%

Total number of students who qualify: 358

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>4</u>
Special resource teachers/specialists	<u>20</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>25</u>	<u>0</u>
Total number	<u>93</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	98%	97%	96%
Daily teacher attendance	95%	95%	94%	95%	97%
Teacher turnover rate	6%	14%	8%	6%	14%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

2005-2006: The attrition rate for this school year equaled 14% which is attributed to a total of six resignations. Three of those teachers relocated (Houston, Dallas, and Miami), two were new to teaching and left the profession, and one relocated to a neighboring district.

2007-2008: The teacher attendance rate this school year was 94% as a result of employee illnesses and professional leave to meet the needs of our campus.

2008-2009: The attrition rate for this school year equaled 14% which is attributed to seven resignations, which consisted of one teacher non-renewal due to certification issues and one death. Recalculation based on five resignations equals 11% teacher turnover rate. Of those five, two relocated to Austin and the remaining three left the profession.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

At B. L. Gray Junior High, “One Team-One Goal” is more than a motto displayed on t-shirts and posters. It is the guiding force for our campus culture. A culture in which every student, employee and parent plays a pivotal role in the success of our students.

Located on the southern tip of Texas, just miles from Mexico, our campus is one of two junior highs that are part of the Sharyland Independent School District. One of the fastest growing districts in Texas, it is comprised of families living in the communities of Mission, McAllen, Edinburg, Alton and Palmhurst. A suburban Title 1 school with a total enrollment of 800 students in grades seven and eight, 88% of our student body is Hispanic, 44% economically disadvantaged and 23% are considered Limited English Proficient. Our close proximity to the border provides us with the challenge of educating a large number of students for whom English is not their native language. This challenge has added to the richness of our campus culture by providing us with diversity in both language and customs.

Sharyland ISD is known in our area for its emphasis on discipline, academics, and old-fashioned values. Our students are held to high standards. Time on task in the classroom is optimized as student misbehavior is minimal. Students are in class learning rather than spending time receiving discipline consequences. Model student behavior in the classroom is not the exception, but the rule. Parents choose to become a part of our district community in order to have their children receive an education in this type of environment. Parental support of our teachers and the active role they play in the education of their children is an integral part of our success.

High behavioral expectations support high academic standards. Students are challenged through a curriculum which includes multiple Pre-Advanced Placement courses in each subject area as well as a variety of classes offered for high school credit. Additional emphasis is placed on the subjects of English Language Arts and math by providing extended time for these classes. Each course consists of a block that is the time equivalent to two regular class periods. Teachers challenge their students through the implementation of training from *Laying the Foundation*. This training provides teachers with rigorous classroom materials and web-based resources to improve the quality of English, mathematics, and science instruction. Through cross-curricular planning and the systematic use of a uniform academic language, students make connections between content areas and have multiple opportunities to solidify new knowledge. In addition, our students are able to demonstrate strengths in their native language by enrolling in our Spanish Advanced Placement class and taking the College Board’s AP Spanish Language exam. The majority of eighth graders leave our campus with at least one credit towards high school graduation; however, there is the opportunity for them to earn up to six. By challenging our students to do more than meet the minimum standards required to pass state exams, we are preparing them for high school and beyond.

Educating the whole child in a safe, nurturing environment is one of our highest priorities. Teachers and staff know the students by name and are genuinely concerned with their success. A sense of community is very evident in the climate on campus, a climate in which teachers stand outside their doors each period to greet their students with an old-fashioned handshake or a kind word. This sense of safety and community has never been more important than it is now with the growing border violence in Mexico. Many of our students have witnessed or been directly affected by this violence. Our hope is that through their experiences on our campus, these students will develop the resiliency and academic skills they need to be successful.

The 2008-2009 school year marked the beginning of a new era for B. L. Gray Junior High. By moving to a new facility, our teachers and students were able to reap the benefits of new technology, classrooms, sciences labs, fine arts and athletic facilities. These resources have provided us with the tools to continue toward our goal of success for all students in all areas. By having the facilities to develop and showcase their talents, our students have brought positive recognition to our school and the community. Our band program has consistently received top ratings at their yearly competitions, and our choir program has grown in number as well as recognition by earning a top rating at their competitions. Our successful athletic program has produced district championships in football, tennis, volleyball, track, swimming and basketball. These accomplishments, along with earning an Exemplary rating, the highest accolade for a school in Texas, and a Blue Ribbon School nomination, have kept the mighty B. L. Gray Rattlers cheering!

1. Assessment Results:

In the past five years, we have had a positive performance trend in both Reading and Mathematics. Our data tables show that the “All Students” group has had an increase of 16 percentage points in total for each content area from 2006 to 2010. In the time span of five years, our Reading scores have gone from a “Recognized” rating to an “Exemplary” rating. In the same time frame, our Mathematics scores have gone from an “Academically Acceptable” rating to an “Exemplary” rating. This positive trend only proves that the campus worked together to reach our goal of Exemplary which we attained this past school year.

Limited English Proficient (LEP) subgroup Achievement Gap

Even though, both Reading and Math had an achievement gap between the “All Students” group and the “LEP” subgroup; in the past 5 years, this subgroup has also had a positive performance trend in both contents. The Reading achievement gap was 14 percentage points and the Math achievement gap was 11 percentage points. Our data tables show that from 2006 to 2010, in Math, this subgroup has gained 18 percentage points and has increased 40 percentage points in Reading which is double the gain of “All Students”. Through the constant analysis of our data and our students’ needs, we have created a plan of action that will continue to allow us to close this achievement gap. We have been very fortunate to have teachers who are passionate about what they do. The administrative team has a “can-do” attitude that has modeled the response the campus has had to take due to the increase in this population. We have created a positive learning environment that is accepting of diversity and supports the ethnic groups that are new to our campus. We have made it a priority to welcome and have meaningful conversations with all parents; but have made a deliberate effort to do so with this population in order to build the strong foundation necessary for student success. The campus has made professional development a priority, providing teachers with the effective research-based strategies that can be used in classes which include both LEP students and English dominant students. Most importantly, we have maintained high academic expectations for students, including our LEP population. They are expected to participate in the available challenging academic course work. We also have been very fortunate to have an English as a Second Language Strategist who has allowed our campus to monitor this subgroup more closely and has helped the teachers tailor lesson plans and instruction to the students’ needs by introducing and reinforcing motivational and learning strategies that not only are beneficial for this subgroup but for all students. As of last year, the LEP population at our campus has grown tremendously due to increased violence in Mexico. The plan of action we have incorporated this year does take a very intentional and special interest in this subgroup’s affective needs along with their language and academic needs.

State Performance Levels

Texas has 3 performance levels, “DID NOT MEET THE STANDARD,” “MET THE STANDARD,” and “COMMENDED PERFORMANCE.” “DID NOT MEET THE STANDARD” is the performance level that indicates the student had insufficient understanding of the content Texas Essential Knowledge and Skills (TEKS) curriculum. “MET THE STANDARD” is the performance level that indicates that the student has sufficient understanding of the content TEKS curriculum. “COMMENDED PERFORMANCE” is the performance level that indicates the student has a thorough understanding of the content TEKS curriculum.

http://www.tea.state.tx.us/index3.aspx?id=3318&menu_id=793

We have taken our motto to heart making it the foundation of any goal we strive to achieve, “One Team—One Goal.” This belief has always been the first step when planning and the last step when recognizing our accomplishments. The performance in both Reading and Mathematics has been a result of keeping this belief in mind and remembering that it takes more than just one person to achieve a goal. It takes a team.

2. Using Assessment Results:

Assessment results provide a clear picture of the effectiveness of a campus. It provides an unbiased view of the success of instruction and special programs.

Upon receiving assessment data from the state, the administrative team (consisting of the principal and assistant principals), evaluates it by comparing student performance in each subject area and subpopulation to previous scores. Using this data, decisions are made for the upcoming school year through action plans developed by the administrators and department heads.

Data evaluation is also used to determine the areas in which our teachers need to receive further training. As a school that is located near the border between Texas and Mexico, we are faced with the challenge of educating many students for whom English is not their native language. When presented with data that these students were not being as successful on their state exams, a decision was made to have more teachers trained in the Sheltered Instruction model. This training provides strategies to address language acquisition in the content areas. The goal is for every teacher on our campus to be trained in this model.

Another training implemented at our campus is directly related to the review of our test data. While most of our students were meeting the minimum passing standards on our state exams, we wanted to raise the bar to ensure that students were ready to take Advanced Placement courses in high school and experience success in college as well. In support of this initiative, we have sent our teachers to the Laying the Foundation (LTF) training. LTF is an approved service provider for the Texas Education Agency's College Readiness Initiative for Middle School Students.

Student learning is evaluated continuously throughout the school year through benchmark testing and classroom evaluations. Eduphoria's AWARE program allows our teachers to plot student performance on benchmark exams by objective and student expectation (the educational building blocks designated by the Texas Education Agency for each subject area). In many content areas, the teachers have the students record their "Student Expectation" (testing strand) mastery scores from each benchmark test on charts. This visual allows the teacher and the student to be knowledgeable about their performance, growth and areas that need to be addressed. These results are used to shape classroom instruction as well as tutorials.

By constantly monitoring student performance in the classroom and on state mandated assessments we are able to provide students with instruction tailored to their needs.

3. Communicating Assessment Results:

Communication is the key to ensuring success for our campus. It is imperative to inform and educate staff, students, and parents of where we stand academically. On a yearly basis, we receive our campus School Report Card from the Texas Education Agency that explains our school accountability rating, indicators of student performance, and school characteristics. This is mailed home to parents and is presented at a Sharyland Parent Teacher Student Organization (SPTSO) meeting on our campus. SPTSO meetings are held monthly and provide a great avenue to educate and inform parents about our school and our successes. The No Child Left Behind Report Card is also available to parents via our district website and notification of access is given through student report cards.

We also hold a "Curriculum Night" for parents during the first six weeks of school so they can visit the campus and have time to familiarize themselves with their children's teachers and a syllabus of the curriculum taught. We invite parents back for "Open House" in the spring. Parents are informed of their child's progress throughout the school year through progress reports and report cards that are mailed home. Parents can also access their child's grades daily through our online grade book, Skyward Family Access. Teachers input grades on a weekly basis, if not daily. Parents are encouraged to communicate with teachers either through phone, e-mail, or in person through scheduled conferences. Our campus website advises parents of upcoming events, highlights our accomplishments, and provides parents and the community with a synopsis of our school. Teachers are encouraged to develop and maintain their teacher webpage where they can post a syllabus and assignments.

Students are informed throughout the school year. The first day of school sets the tone for the year with grade level assemblies. Each day we televise live on-air announcements compliments of our KBLG News

team which consists of one teacher, one crew member, 3 student newscasters, and Mrs. Wilson, our school principal.

At B.L. Gray, we take pride in our students and their accomplishments. Therefore, we recognize students daily in our morning announcements, at monthly school board meetings, in our district newspaper, *The Rattler Review*, and within our local media in news and print.

4. Sharing Lessons Learned:

Faculty and staff at B. L. Gray Junior High consistently share ideas and strategies with other schools in our district, state, and with professional associations. Our drama teacher presented a workshop at the Texas Educational Theatre Association's Summer Fest program this past summer. In 2009, she presented a workshop for our district on making "fake food" and inexpensive props for the stage and classroom.

American History teachers developed a study guide booklet which targets key terms and concepts assessed on the Texas Assessment of Knowledge and Skills. In order to share and distribute these booklets, they wrote a grant to have copies produced for all 8th grade students on our campus. They have shared copies of this booklet with the other junior high in our district and with surrounding school districts. The booklets will also be presented at The Flavor of Excellence exhibit, which highlights Sharyland Education Foundation grant recipients and their grant projects. This exhibit allows the community to see the exciting projects in which our school is involved.

Our campus has presented at our district's annual technology showcase for the last three years. It is a way for all schools in our district and surrounding community to see the innovative ways our teachers are incorporating technology in daily instruction.

One of our science teachers is part of the science collaborative with the region's education service center. He shares his ideas that have been successful on our campus with other schools in the region and brings back useful information that he gathers from his networking.

The English department incorporated the Accelerated Reader program with the Weekly Reader (READ) magazines. Teachers took on the responsibility to write tests for every story in each magazine and shared with other district schools how it was inspiring our students to read.

Our staff also presents to all district schools at the beginning of the school year during staff development days. One of our assistant principals created a classroom management presentation titled, "It's All in the Approach, Ma'am", and has presented it for the last three years. Different staff members, from our librarian to our drama teacher, have also been asked to present their outstanding ideas to their peers.

Our campus has achieved such dramatic improvement in the last five years that we enthusiastically share those successes. Enthusiasm is contagious; we encourage others by sharing our strategies, techniques, and ideas.

1. Curriculum:

Our teachers' curricula incorporate the state-required objectives- Texas Essential Knowledge and Skills (TEKS) in every class offered through a variety of strategies designed to be horizontally and vertically-aligned. Instruction is delivered with the use of current technological advances like MOBI's and ELMO's in every classroom and extensive computer labs and library resources. Teachers are thoroughly trained in differentiated instruction and tailor lessons to fit the needs of each population. Our students experience a simultaneous combination of visual, auditory, and kinesthetic learning enhancing their creative and critical thinking skills through innovative lesson plans and delivery strategies such as Sheltered Instruction Strategies, Kagan Cooperative Learning Techniques, and guest speakers. Learning goals are clearly stated before each lesson.

Core curriculum areas:

Reading/Language Arts

- Read by asking relevant questions, recognize assumptions and implications, and evaluate ideas
- Read a text analytically, recognize the relationship between form and content
- Be acquainted with a range of literature, themes, and cultures
- Respond actively and imaginatively to literature
- Recognize writing as a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting, arranging paragraphs in an appropriate order, building transitions between them, and revising what has been written
- Recognize writing as a way of understanding and clarifying ideas
- Write appropriately for different occasions, audiences, and purposes
- Be skilled in the use of conventions of standard written English
- Understand English operates according to grammatical systems and patterns of usage
- Recognize the influence of other languages on English
- Be aware that English has several levels of usage which are appropriate in different situations
- Be aware of the variety of dialects in the English language
- Understand English words gather meaning from their context and carry connotation

Social Studies

- 7th grade Texas Studies provides a comprehensive course in Texas geography, government, and history encompassing eras of Texas history from prehistoric times to the twenty-first century
- 8th grade American History provides a comprehensive course focusing on political, social, and economic issues encompassing eras of American history from the Colonial Era through the Reconstruction Era

Science

- 7th grade science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, and using tools to collect and analyze information to explain the natural world thru physical science, life science and earth science
- 8th grade science is interdisciplinary in nature. Teachers focus on providing enrichment activities and hands-on labs to provide opportunities for students to learn about change and constancy, patterns, cycles, systems, scales, and models embedded within the different sciences.

Mathematics

- The Saxon pedagogy of continual, distributed practice ensures concepts are committed to students' long-term memory in order to avoid conceptual gaps.
- Course 2 - Students use skills associated with understanding numbers, basic problem solving, and algebraic equations. Course 3 - Students use skills associated with understanding numbers, proportions, probability, percentages, equations, geometric figures and graphing
- Algebra 1 – Students further develop a deeper understanding of abstract and concrete mathematical thinking processes including the use of a graphing calculator.

The visual and performing arts program:

Art

- Based on National Standards for Art Education.
- Vertically aligned to the high school curriculum.
- Art I- Students develop an awareness and sensitivity to natural and man-made environments through the exploration of the elements of art, work inventive and imaginative expression through art materials and tools, and develop an understanding and appreciation of self and others through art culture and heritage.
- Art II-Students continue to develop the skills learned in Art I and add the principles of design to the accumulated knowledge of elements and recognize each principle of design in the natural environment and in works of art.

Band

- Comprised of 20% of our student body in multiple award winning performing groups: Honors, Symphonic, Concert, Cadet and Jazz Ensembles.
- Incorporate technology through the use of SMART Music.

Theatre

- Theatre I: This class promotes learning in the areas of artistic discipline, imagination, voice development, point of view, characterization, memory, listening, theatre terminology, history of theatre, theatre appreciation and interpretation of literature.
- Theatre II: In this production class, students are provided with an opportunity to produce multiple plays including our competitive One-Act Play. Students are instructed in set, lighting, and costume design as well as blocking.

Choir:

- Students are instructed in reading music and provided with vocal training in preparation for multiple competitions and concerts.
- Participation in this class has more than doubled over the last 5 years.

Physical Education & Health:

- Units of study provide students with the knowledge necessary to live healthy and active lives.
- Offered for high school credit.
- Physical education classes as well as a wide variety of athletic sports give students the opportunity to be part of a team.
- Academic excellence encouraged through a rigorous, “No pass, no play,” policy.

Foreign language program:

- Three distinct courses: Spanish I for English speakers, Spanish I for native Spanish speakers and Spanish Language Advanced Placement (AP).
- Students are exposed to the culture, language and customs of Spanish speaking countries.
- Students in the AP course prepare for the College Boards’ Spanish Language exam. 100% of our AP students took and passed the 2010 exam.

2. Reading/English:

Never one to remain static, B.L. Gray’s English department consistently seeks to provide the most encompassing learning experience for students of every achievement level. By developing lessons which address the reading standards of Texas in dynamic fashion, and by utilizing curriculum-based assessments, our department is able to cast a wide net when addressing the needs of our students. These learning goals include a variety of teaching strategies which optimize class time and result in marked gains for all of our students.

The language arts curriculum is rooted in a three-part, sequentially-based approach which ensures that all students reach their fullest academic potential. As part of our pre-assessment initiatives, we make use of informal and formal reading assessments which measure students’ strengths and highlight reading problems. The data guide our literacy intervention measures and is followed up with evaluative assessments which chart the effectiveness of these efforts. Our lessons and intervention activities include the use of metacognitive reading skills which provide students with opportunities to think about their reading as they are reading, a scaffolded and organic approach to writing about our reading, and an integrated approach in which analyzing and evaluating text is routinely practiced.

Finally, our curriculum provides for a post-assessment evaluation of the lessons and interventions. Coupled with the above mentioned facets of our curriculum, and as a testament to the commitment of reaching every student, the English department strives to include research-based learning experiences – movement learning activities, brain-based learning strategies, technology-driven lessons, and cooperative grouping methodologies– as part of our approach of reading to learn.

The English department also employs time-proven and effective teaching strategies which call upon the higher end of the cognitive spectrum. The strategies, with adjustments commensurate with appropriate developmental ranges, are used with students of all learning abilities. These methods combine reading comprehension and analysis, imbedded grammar lessons from the reading selections, and writing activities which are derived from the themes and structures of our readings. The result is an organic learning experience in which students become discerning readers and agile writers.

3. Mathematics:

The responsibility of our curriculum is to instill in our students the skills and knowledge which are transferrable for use in subsequent grades. The Saxon Math curriculum provides a spiral review of concepts so that students maintain these abilities throughout the year and not just for the few weeks the skill is taught and practiced.

Each day, students complete a warm-up activity that is comprised of the skill being mastered, eight Mental Math problems that incorporate the concepts recently learned, and two formatted problems that aid in preparing students for the annual state assessment. This daily routine provides continuity and reinforces skills that will be used throughout the year and in the future. Facts include metric measurement memorization (for computations in math and science), geometric formulas that will be utilized throughout high school math courses, and basic math computation skills that must be mastered and memorized.

Problem solving strategies are specifically practiced in class four times per week - individually or cooperatively - to develop problem solving skills. Cooperative learning structures provide the opportunity for students to verbally explain and help one another, thus building communication and vocabulary skills. Academic vocabulary is one of the cornerstones of effective teaching and word walls help students integrate the applicable vocabulary in weekly vocabulary games and quizzes. Problem solving strategies - a fundamental mathematics skill - are on the weekly assessments. This practice bridges the gap in students' ability to use what they have learned in the area of deductive and inductive reasoning skills.

In order to reach those students who perform below level, our curriculum employs a variety of learning projects and computer-assisted programs to reinforce and reteach necessary concepts. A project is assigned each grading period to provide real world application of the mathematics skills being learned and include technology, computer application, and presentational skills. To reach students at the higher end of the learning curve, our mathematics curriculum utilizes Advanced Placement strategies that involve a more rigorous and hands-on approach to graphing, data collection, and geometry concepts.

4. Additional Curriculum Area:

The goal of the science department at B. L. Gray Junior High School is to engage each student through real world applications, lessons, technology and hands-on activities. To accomplish this goal, science teachers have established high student expectations by creating routines that facilitate instruction and optimize instructional time. Evidence of these routines can be observed when students walk into the classroom and are immediately engaged via a daily focus question. Teachers utilize Sheltered Instruction and Kagan strategies to facilitate discussion groups that encourage students to perform at rigorous levels. These strategies allow teachers to assess student learning needs while encouraging the students' creativity and meeting the demands of those with a kinesthetic learning style. Laboratory investigations offer students an opportunity to apply their knowledge to real world situations. These investigations allow teachers an opportunity to engage and enrich student learning.

Our highly qualified science teachers focus on student expectations set forth by the Texas Education Agency to measure student learning and modify lessons to meet individual student needs. Benchmark exams allow teachers to routinely monitor student progress. Teachers communicate these results with students and consequently make them accountable for their learning. Lessons and activities are not only modified to assist struggling students but also made more rigorous for Pre-Advanced Placement students. B.L. Gray's commitment to provide students with a quality education is evident in providing teachers with high quality professional development through campus and regional trainings. Pre-AP students are given opportunities to further analyze, explore and question scientific theories. Students are expected to give presentations, research projects, write essays and other activities of higher cognitive level. B.L. Gray emphasizes higher levels of science by providing students with the opportunity to earn a high school credit through the Integrated Physics-Chemistry course.

B.L. Gray recognizes the importance of highly qualified teachers as the most essential component in student success. This, combined with the teamwork approach, has brought us vast gains. B.L. Gray students have met and exceeded state minimum passing scores over the past three years. In 2008, the state passing rate of 69 was exceeded with 87% passing at B.L. Gray. In 2009, the passing rate of 73 was exceeded by 87% passing. In 2010, it was exceeded by 13 points as we achieved a 91% passing rate.

B.L. Gray science teachers uphold the school's mission on a daily basis as they demonstrate understanding of student needs and ensure student's acquisition of essential skills and knowledge.

5. Instructional Methods:

Creating a positive learning environment for every student is the utmost importance to the administration and staff of B.L. Gray Junior High School. To support differentiated instruction, teachers are given a variety of technological tools such as Interwrite Pads (Mobis), Elmo data projectors, CPS clickers, as well as access to several educational video websites. Every classroom has a Mobi and data projector, allowing for visual interaction with the information being presented for the day. Dance Mats are being used in 7th grade math classes to enhance and reinforce learning.

The English Language Learner (ELL) population receives a significant amount of support at B.L. Gray. The campus English as a Second Language (ESL) Strategist works to offer trainings in effective, research-based ESL strategies, and provides instructional coaching to teachers who are struggling to meet ELL needs. A campus-wide Sheltered Instruction initiative is in effect, reducing teacher frustration and improving student performance. Recent immigrant students who have limited or no English language skills benefit from placement in the Newcomer program, which offers intensive, academically relevant English instruction. All English Language Arts teachers are ESL certified, and core teachers are also encouraged to do so; however, all staff receives ongoing training for the Sheltered Instruction model, Kagan, Building Academic Vocabulary, and best practices.

High performing or highly motivated students are drawn to the open-enrollment Pre-Advanced Placement (Pre-AP) courses offered in each core area. The Pre-AP curricula *Laying the Foundation* encourages critical thinking and problem solving, while teacher generated projects and supplemental activities help to further develop students' college readiness, with technology being used throughout to demonstrate learning.

Special needs students likewise benefit in the differentiated classroom. Teachers adhere strictly to students' Individual Education Plans, and work closely with the Special Education Content Mastery teachers to offer support to special needs students. *Meet In the Middle* is an important and vibrant part of B.L. Gray where students in the special education self-contained unit interact daily with others. They attend various classes, are read to, complete art projects, and cook, all alongside regular education students.

Sheltered Instruction and Kagan have been key in teachers' continued growth in the area of differentiation of instruction. Students from every language and academic ability level are given equal opportunity to learn as teachers intentionally plan, execute, and reflect on their daily lessons.

6. Professional Development:

Sharyland ISD's commitment to quality professional development opportunities has allowed B. L. Gray's teachers to improve and enhance classroom instruction. Trainings have included:

- Kagan
- sheltered instruction
- Laying the Foundation
- Pre/AP Summer Institutes
- Building Academic Vocabulary
- Texas English Language Professional Assessment System training
- Thinking Maps
- numerous opportunities for technology training

The district has specifically chosen trainings that target a wide range of students. Kagan training has allowed teachers to adapt instruction to the multiple intelligences, increasing student involvement in the learning process. Laying the Foundation and Pre/AP Summer Institutes, both college-board trainings, have helped teachers ensure they are addressing college readiness skills. Sheltered instruction training and Texas English Language Proficiency training has prepared teachers to address the needs of our growing English as a Second Language population. Thinking Maps training has allowed teachers to implement consistent thinking strategies campus wide based on a visual language approach which helps students organize concepts and ideas. The entire staff participated in Building Academic Vocabulary training. This training has resulted in teachers implementing vocabulary development activities across the curriculum.

The varied in-service training opportunities have allowed teachers to structure lessons to meet the needs of our diverse student population. Teachers strive to incorporate strategies into their lesson cycles that increase student involvement and engagement in the learning process and ultimately in the mastery of the targeted content or skill. Staff development at the campus is intentional. Needs assessments are completed to determine training needs. Teacher appraisals are used to identify individual teacher needs and student data provides insight on content specific training. Everything provided has the ultimate goal in mind - "student academic attainment".

7. School Leadership:

B.L. Gray Junior High School is a campus infused with a positive climate and professionalism. Principal Cynthia Sandoval-Wilson frequently reminds teachers that "We are One Team working towards One Goal" – the social and academic success of every single student on campus. Other phrases such as "Always with a smile!" and "Practicing the FISH Philosophy" are consistently displayed in emails, meeting agendas, hallways, and professional development sessions. Our principal sets the tone for teacher and student expectations. Not only does she demand professionalism, excellence, and a positive attitude from every person at B.L. Gray, but she demonstrates those qualities as well.

The administrative team consisting of the principal, two assistant principals, and two counselors, work closely together to create a family atmosphere. Teachers are encouraged to take advantage of the Open Door policy when they have questions or concerns, and are always treated with courtesy and respect. District policies are strictly adhered to and modeled first by the administrative team. Our principal and assistant principals are visually present throughout the day to the students as a constant reminder that they care for the students and that they will be enforcing school policies. Visibility in the hallways between every passing period and during each lunch is a high priority for B.L. Gray administrators. In addition the principal gives daily student attendance reports during the morning announcements, encouraging students to attain 100% daily attendance.

The principal's presence at monthly department meetings and weekly administrative/team meetings add to the value placed on those meetings by the teachers. They feel their work and effort is seen and appreciated when their leaders are present. The principal and her team always strive to celebrate the achievements of B.L. Gray staff and students. "Big FISH" emails go out regularly to all staff to celebrate the successes or extra effort given by staff members. "Big FISH" mentions are given during the morning video announcements when students have earned awards and honors. The administrative team strives to show appreciation to every person associated with the learning of a child at B.L. Gray, whether that person is a custodian, cafeteria worker, or teacher. The message is clear: We are all a part of making B.L. Gray the greatest place to learn!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

Edition/Publication Year: 2005-2009

Publisher: TEXAS EDUCATION AGENCY/PEARSON

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MET STANDARD	94	90	85	87	81
COMMENDED	46	32	24	22	22
Number of students tested	344	319	326	284	285
Percent of total students tested	91	90	93	92	93
Number of students alternatively assessed	7	12	6	19	18
Percent of students alternatively assessed	2	3	2	6	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MET STANDARD	90	90	81	86	76
COMMENDED	37	24	14	17	18
Number of students tested	164	147	161	138	153
2. African American Students					
MET STANDARD					
COMMENDED					
Number of students tested					
3. Hispanic or Latino Students					
MET STANDARD	94	90	83	85	79
COMMENDED	43	29	20	19	19
Number of students tested	284	265	282	232	240
4. Special Education Students					
MET STANDARD					
COMMENDED					
Number of students tested					
5. English Language Learner Students					
MET STANDARD	87	86	80	75	63
COMMENDED	26	16	10	12	8
Number of students tested	39	50	59	51	40
6. WHITE					
MET STANDARD	97	84	100	90	88
COMMENDED	65	41	42	31	45
Number of students tested	37	32	26	39	33

NOTES: Alternate assessment decisions are based on the individual needs of every student. When a student needs to take an alternate assessment, the decision is based strictly on the child's IEP and instruction in the classroom. Students in the state of Texas are assessed with the Texas Assessment of Knowledge and Skills (TAKS) test. B.L. Gray Junior High is a border school who receives a number of recent immigrants from Mexico and South America. The state of Texas allows districts to assess students with the TELPAS reading test if they are first year to the U.S. and for 2nd and 3rd year students who qualify for an exemption, they are administered the LAT version of TAKS. The state does not include these scores in determining accountability ratings for campuses. The Federal Government, however, does include the LAT version of TAKS as well as the TELPAS assessment when determining percentages of students assessed as well as percent meeting standards. Our campus has met AYP since the inception of this accountability process. For the 2009-2010 school year, B.L. Gray assessed 715 students in the area of reading, based on PEIMS enrollment at the time of testing. That was 100% of our student population. The campus had 96% of its students meet the passing standards for Federal Accountability. In the area of math, we assessed 712 students, which calculated to 100% of our student population and had 95% meet the passing standards. We can provide the AYP data tables for the campus if further data is needed.

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Edition/Publication Year: 2005-2009

Publisher: TEXAS EDUCATION AGENCY/PEARSON

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MET STANDARD	94	91	91	88	78
COMMENDED	35	43	35	24	21
Number of students tested	345	320	322	282	286
Percent of total students tested	92	91	92	92	93
Number of students alternatively assessed	7	11	8	20	17
Percent of students alternatively assessed	2	3	2	6	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MET STANDARD	93	88	91	84	71
COMMENDED	27	29	26	18	19
Number of students tested	165	147	158	137	155
2. African American Students					
MET STANDARD					
COMMENDED					
Number of students tested					
3. Hispanic or Latino Students					
MET STANDARD	93	90	91	86	75
COMMENDED	31	39	32	22	19
Number of students tested	286	266	278	230	242
4. Special Education Students					
MET STANDARD		30			
COMMENDED		10			
Number of students tested		10			
5. English Language Learner Students					
MET STANDARD	80	72	72	51	28
COMMENDED	8	10	12	2	0
Number of students tested	40	50	57	49	40
6. WHITE					
MET STANDARD	100	94	96	100	97
COMMENDED	65	69	58	28	30
Number of students tested	37	32	26	39	33
NOTES: Alternate assessment decisions are based on the individual needs of every student. When a student needs to take an alternate assessment, the decision is based strictly on the child's IEP and instruction in the classroom. Students in the state of Texas are assessed with the Texas Assessment of Knowledge and Skills (TAKS) test. B.L. Gray Junior High is a border school who receives a number of recent immigrants from Mexico and South America. The state of Texas allows districts to assess students with the TELPAS reading test if they are first year to the U.S. and for 2nd and 3rd year students who qualify for an exemption, they are administered the LAT version of TAKS. The state does not include these scores in determining accountability ratings for campuses. The Federal Government, however, does include the LAT version of TAKS as well as the TELPAS assessment when determining percentages of students assessed as well as percent meeting standards. Our campus has met AYP since the inception of this accountability process. For the 2009-2010 school year, B.L. Gray assessed 715 students in the area of reading, based on PEIMS enrollment at the time of testing. That was 100% of our student population. The campus had 96% of its students meet the passing standards for Federal Accountability. In the area of math, we assessed 712 students, which calculated to 100% of our student population and had 95% meet the passing standards. We can provide the AYP data tables for the campus if further data is needed.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

Edition/Publication Year: 2005-2009 Publisher: TEXAS EDUCATION AGENCY/PEARSON

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MET STANDARD	92	94	91	79	73
COMMENDED	49	44	39	23	23
Number of students tested	355	333	292	300	290
Percent of total students tested	89	94	92	92	94
Number of students alternatively assessed	17	6	11	23	10
Percent of students alternatively assessed	4	2	3	7	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MET STANDARD	90	91	89	76	72
COMMENDED	39	34	32	14	18
Number of students tested	174	158	159	140	159
2. African American Students					
MET STANDARD					
COMMENDED					
Number of students tested					
3. Hispanic or Latino Students					
MET STANDARD	91	93	89	79	71
COMMENDED	45	39	36	21	22
Number of students tested	299	283	243	253	241
4. Special Education Students					
MET STANDARD	100				
COMMENDED	0				
Number of students tested	10				
5. English Language Learner Students					
MET STANDARD	76	88	89	67	65
COMMENDED	16	26	37	8	22
Number of students tested	37	43	46	51	46
6. WHITE					
MET STANDARD	97	100	100	81	77
COMMENDED	66	61	51	32	33
Number of students tested	32	31	37	31	39
NOTES: Alternate assessment decisions are based on the individual needs of every student. When a student needs to take an alternate assessment, the decision is based strictly on the child's IEP and instruction in the classroom. Students in the state of Texas are assessed with the Texas Assessment of Knowledge and Skills (TAKS) test. B.L. Gray Junior High is a border school who receives a number of recent immigrants from Mexico and South America. The state of Texas allows districts to assess students with the TELPAS reading test if they are first year to the U.S. and for 2nd and 3rd year students who qualify for an exemption, they are administered the LAT version of TAKS. The state does not include these scores in determining accountability ratings for campuses. The Federal Government, however, does include the LAT version of TAKS as well as the TELPAS assessment when determining percentages of students assessed as well as percent meeting standards. Our campus has met AYP since the inception of this accountability process. For the 2009-2010 school year, B.L. Gray assessed 715 students in the area of reading, based on PEIMS enrollment at the time of testing. That was 100% of our student population. The campus had 96% of its students meet the passing standards for Federal Accountability. In the area of math, we assessed 712 students, which calculated to 100% of our student population and had 95% meet the passing standards. We can provide the AYP data tables for the campus if further data is needed.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Edition/Publication Year: 2005-2009

Publisher: TEXAS EDUCATION AGENCY/PEARSON

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Apr	Apr
SCHOOL SCORES					
MET STANDARD	97	98	95	89	82
COMMENDED	53	57	56	46	32
Number of students tested	358	334	296	301	290
Percent of total students tested	90	93	93	92	94
Number of students alternatively assessed	16	4	8	22	13
Percent of students alternatively assessed	4	1	3	7	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MET STANDARD	97	96	93	84	78
COMMENDED	43	52	46	44	24
Number of students tested	174	159	163	141	160
2. African American Students					
MET STANDARD					
COMMENDED					
Number of students tested					
3. Hispanic or Latino Students					
MET STANDARD	97	98	94	88	80
COMMENDED	50	54	51	43	29
Number of students tested	301	283	247	254	243
4. Special Education Students					
MET STANDARD	100		58		
COMMENDED	9		25		
Number of students tested	11		25		
5. English Language Learner Students					
MET STANDARD	85	88	81	61	54
COMMENDED	8	18	15	4	13
Number of students tested	39	40	48	51	48
6. WHITE					
MET STANDARD	94	100	100	97	97
COMMENDED	72	75	81	58	51
Number of students tested	32	32	37	31	37

NOTES: Alternate assessment decisions are based on the individual needs of every student. When a student needs to take an alternate assessment, the decision is based strictly on the child's IEP and instruction in the classroom. Students in the state of Texas are assessed with the Texas Assessment of Knowledge and Skills (TAKS) test. B.L. Gray Junior High is a border school who receives a number of recent immigrants from Mexico and South America. The state of Texas allows districts to assess students with the TELPAS reading test if they are first year to the U.S. and for 2nd and 3rd year students who qualify for an exemption, they are administered the LAT version of TAKS. The state does not include these scores in determining accountability ratings for campuses. The Federal Government, however, does include the LAT version of TAKS as well as the TELPAS assessment when determining percentages of students assessed as well as percent meeting standards. Our campus has met AYP since the inception of this accountability process. For the 2009-2010 school year, B.L. Gray assessed 715 students in the area of reading, based on PEIMS enrollment at the time of testing. That was 100% of our student population. The campus had 96% of its students meet the passing standards for Federal Accountability. In the area of math, we assessed 712 students, which calculated to 100% of our student population and had 95% meet the passing standards. We can provide the AYP data tables for the campus if further data is needed.

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MET STANDARD	93	92	88	83	77
COMMENDED	47	38	31	23	23
Number of students tested	699	652	618	584	575
Percent of total students tested	90	92	93	92	94
Number of students alternatively assessed	24	18	17	42	28
Percent of students alternatively assessed	3	3	3	7	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MET STANDARD	90	90	85	81	74
COMMENDED	38	29	23	16	18
Number of students tested	338	305	320	278	312
2. African American Students					
MET STANDARD					
COMMENDED					
Number of students tested					
3. Hispanic or Latino Students					
MET STANDARD	92	92	86	82	75
COMMENDED	44	34	27	20	20
Number of students tested	583	548	525	485	481
4. Special Education Students					
MET STANDARD	87	71	29		
COMMENDED	7	0	0		
Number of students tested	15	17	17		
5. English Language Learner Students					
MET STANDARD	82	87	84	71	64
COMMENDED	21	20	22	10	15
Number of students tested	76	93	105	102	86
6. WHITE					
MET STANDARD	97	92	100	86	82
COMMENDED	65	51	48	31	39
Number of students tested	69	63	63	70	72

NOTES: Alternate assessment decisions are based on the individual needs of every student. When a student needs to take an alternate assessment, the decision is based strictly on the child's IEP and instruction in the classroom. Students in the state of Texas are assessed with the Texas Assessment of Knowledge and Skills (TAKS) test. B.L. Gray Junior High is a border school who receives a number of recent immigrants from Mexico and South America. The state of Texas allows districts to assess students with the TELPAS reading test if they are first year to the U.S. and for 2nd and 3rd year students who qualify for an exemption, they are administered the LAT version of TAKS. The state does not include these scores in determining accountability ratings for campuses. The Federal Government, however, does include the LAT version of TAKS as well as the TELPAS assessment when determining percentages of students assessed as well as percent meeting standards. Our campus has met AYP since the inception of this accountability process. For the 2009-2010 school year, B.L. Gray assessed 715 students in the area of reading, based on PEIMS enrollment at the time of testing. That was 100% of our student population. The campus had 96% of its students meet the passing standards for Federal Accountability. In the area of math, we assessed 712 students, which calculated to 100% of our student population and had 95% meet the passing standards. We can provide the AYP data tables for the campus if further data is needed.

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MET STANDARD	96	94	93	89	80
COMMENDED	44	50	45	35	27
Number of students tested	703	654	618	583	576
Percent of total students tested	91	92	93	92	94
Number of students alternatively assessed	23	15	16	42	30
Percent of students alternatively assessed	3	2	2	7	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MET STANDARD	95	92	92	84	74
COMMENDED	35	41	36	31	22
Number of students tested	339	306	321	278	315
2. African American Students					
MET STANDARD					
COMMENDED					
Number of students tested					
3. Hispanic or Latino Students					
MET STANDARD	95	94	92	87	78
COMMENDED	41	46	41	33	24
Number of students tested	587	549	525	484	485
4. Special Education Students					
MET STANDARD	94	58	67		
COMMENDED	6	21	17		
Number of students tested	16	19	18		
5. English Language Learner Students					
MET STANDARD	82	79	76	56	42
COMMENDED	8	13	13	3	7
Number of students tested	79	90	105	100	88
6. WHITE					
MET STANDARD	97	97	98	99	97
COMMENDED	68	72	71	41	41
Number of students tested	69	64	63	70	70
NOTES: Alternate assessment decisions are based on the individual needs of every student. When a student needs to take an alternate assessment, the decision is based strictly on the child's IEP and instruction in the classroom. Students in the state of Texas are assessed with the Texas Assessment of Knowledge and Skills (TAKS) test. B.L. Gray Junior High is a border school who receives a number of recent immigrants from Mexico and South America. The state of Texas allows districts to assess students with the TELPAS reading test if they are first year to the U.S. and for 2nd and 3rd year students who qualify for an exemption, they are administered the LAT version of TAKS. The state does not include these scores in determining accountability ratings for campuses. The Federal Government, however, does include the LAT version of TAKS as well as the TELPAS assessment when determining percentages of students assessed as well as percent meeting standards. Our campus has met AYP since the inception of this accountability process. For the 2009-2010 school year, B.L. Gray assessed 715 students in the area of reading, based on PEIMS enrollment at the time of testing. That was 100% of our student population. The campus had 96% of its students meet the passing standards for Federal Accountability. In the area of math, we assessed 712 students, which calculated to 100% of our student population and had 95% meet the passing standards. We can provide the AYP data tables for the campus if further data is needed.					